

## Building Academic Strengths: Using BCSSE to Identify and Support Students with Low Confidence

Presented by:

**James Cole, Ph.D.**

Project Manager

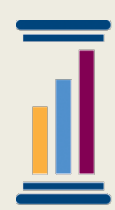
Beginning College Survey of Student Engagement

**Amy Ribera, Ph.D.**

Research Analyst

National Survey of Student Engagement

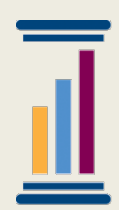




# Overview

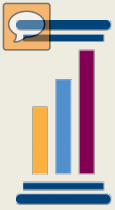
Today we will cover:

- ❖ Brief description of the *Beginning College Survey of Student Engagement* (BCSSE)
- ❖ Connection between student success, self-efficacy, and academic confidence
- ❖ Overview of strength-based advising
- ❖ Ways to use BCSSE data as a tool to enhance first-year students' academic confidence



# Beginning College Survey of Student Engagement

Purpose of BCSSE is to measure entering first-year students' pre-college academic and co-curricular experiences, as well as their expectations and attitudes for participating in educationally purposeful activities during the first college year.



# Beginning College Survey of Student Engagement

## High School experiences include:

- Writing and Reading
- Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning



## Beginning College Survey of Student Engagement

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples: ☒ or ☐

Please print your student ID number in the box below.  
Do **not** print your Social Security number.

Please write in the 5-digit ZIP code of your home during your last year of high school.

 (U.S. residents only.)

When are you completing this survey? (Select only one.)

- ☐ Prior to the start of fall term classes  
☐ During the first week of fall term classes  
☐ After the first week of fall term classes

### HIGH SCHOOL EXPERIENCES

**1** Please write in the year you graduated from high school (for example, 2014):

**2** From which type of high school did you graduate? (Select only one.)

- ☐ Public ☐ Home school  
☐ Private, religiously-affiliated ☐ Other (e.g., G.E.D.)  
☐ Private, not religiously-affiliated

**3** What were most of your high school grades? (Select only one.)

- ☐ A ☐ B ☐ C  
☐ A- ☐ B- ☐ C- or lower  
☐ B+ ☐ C+ ☐ Grades not used

**4** To date, in which of the following math classes have you earned a grade of "C" or better? (Select all that apply.)

- ☐ Algebra II  
☐ Pre-Calculus/Trigonometry  
☐ Calculus  
☐ Probability or Statistics

**5** Did you take the SAT and/or ACT?

- ☐ Yes ☐ No

If yes, please write your scores below (as best you remember):

SAT (possible range=200-800)

Critical Reading

Mathematical Reasoning

Writing

ACT (possible range=1-36)

Composite

**6** During high school, how many of the following types of classes did you complete?

Classes:	0	1-2	3-4	5-6	7-8	9-10	11 or more
a. Advanced Placement (AP) classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. College or university courses for credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7** During your *last year* of high school, about how many papers, reports, or other writing tasks of the following length did you complete?

a. Up to 5 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1-2	3-5	6-10	11-15	16-20	More than 20 papers, etc.	
b. Between 6 and 10 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
None	1-2	3-5	6-10	11-15	16-20	More than 20 papers, etc.	
c. 11 pages or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
None	1-2	3-5	6-10	11-15	16-20	More than 20 papers, etc.	

**8** During your *last year* of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, doing homework, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							
b. Working for pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

**9** During your *last year* of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very little	Some	About half	Most	Almost all

# Beginning College Survey of Student Engagement

## High School experiences include:

- Writing and Reading
- Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning

## First-Year Expectations include:

- Writing and Reading
- Studying
- Student-Faculty Interactions
- Discussion with Diverse Others
- Collaborative Learning
- Academic Perseverance
- Expected Academic Difficulty
- Perceived Academic Preparation
- Importance of Supportive Environment



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Mathematical Reasoning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>

ACT (possible range=1-36)

Composite	<input type="text"/>	<input type="text"/>
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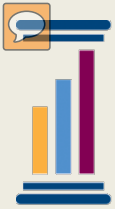
	None	1-2	3-5	6-10	11-15	16-20	More than 20
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c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

	Very little	Some	About half	Most	Almost all
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Beginning College Survey of Student Engagement

## Four reports are provided:

1. BCSSE Report (Summer/Fall)
2. BCSSE Advising (Summer/Fall)
3. Grand Frequencies and Means (Fall)
  - a) Overall
  - b) Institution types
4. BCSSE/NSSE report (following summer)



The *Beginning College Survey of Student Engagement* Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. For example, if a student studied 1-5 hours per week in high school but expects to study 16-20 hours during the first year, does this student have a plan on how to achieve this dramatic increase in study behavior?

Please review these results with particular attention to differences from high school experiences to expectations for the first year, as well as any expectations that may undermine a successful first year of college.

Student Background	
Name	J T Smith
Student ID	123456789
Completed Calculus	Not checked
AP courses	1-2
Expected Major	Criminal Justice
What choice was this institution?	Second
Does student expect to graduate from this institution?	Yes

HS Behaviors and FY Expectations		
Hours per week:	HS	FY
Studying	1-5	16-20
Working	0	1-5
Co-curricular	0	0
Socializing/relaxing	11-15	6-10
Assigned reading	1-5	6-10

HS Academic Activities	
0=Very Low to 60=Very High	
Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	35
Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)	40
1=Not at all to 7=Very much	
To what extent, did your courses challenge you to do your best work?	5

First-Year Expectations for Effective Educational Practice	
0=Very Low to 60=Very High	
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	25
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	50
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	45

BCSSE Advising Report  
BCSSEville State University

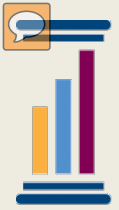
Expected Transition Difficulty	
How difficult do you expect the following to be: 1 = Not at all difficult to 6 = Very Difficult	
Learning course material	5
Managing your time	4
Paying for college expenses	6
Getting help with school work	2
Making new friends	3
Interacting with faculty	5

Academic Perseverance	
How certain are you that you will: 1 = Not at all certain to 6 = Very certain	
Study when there are other interesting things to do	4
Find additional information for assignments when you don't understand the material	3
Participate regularly in course discussions, even when you don't feel like it	2
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	4
Stay positive, even when you do poorly on a test or assignment	4

Academic Preparation	
How prepared are you to: 1 = Not at all prepared to 6 = Very prepared	
Write clearly and effectively	4
Speak clearly and effectively	3
Think critically and analytically	4
Analyze math or quantitative problems	3
Use computing and information technology	5
Work effectively with others	5
Learn effectively on your own	5

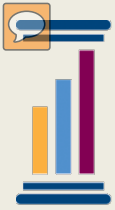
Importance of Campus Support	
How important is it that your institution provide: 1 = Not important to 6 = Very important	
A challenging academic experience	3
Support to help you succeed academically	4
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	4
Assistance coping with non-academic responsibilities	3
Support to help you thrive socially	3
Learning support services (tutoring, writing center, etc.)	5





# Predictors of Student Learning and Persistence

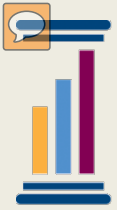
- Precollege characteristics
  - HS experiences, socio-demographics
- Organization factors
- Social and academic integration
- Academic performance and ability
- **Student dispositions**
  - **Self-efficacy, academic goals & skills**



# What is Self-Efficacy?

- Beliefs in one's capabilities to organize and execute the courses of action necessary to achieve a goal
- People make judgements about their ability to perform certain actions
- Based on judgment, they proceed or decide not engage in those actions

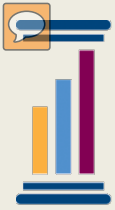




# Self-Efficacy and Academic Confidence

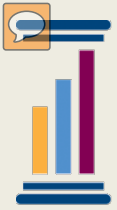
“People who have strong beliefs in their capabilities approach difficult tasks as challenges to be **mastered** rather than **threats to be avoided**. Such an affirmative orientation fosters interest and engrossing involvement in activities”

--Bandura, 1997, p. 39



## Group Discussion

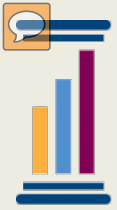
1. How do you identify students with low confidence?
2. What examples can you share when advising new student with low academic confidence?
  - Techniques/Strategies
  - Referrals/Campus resources
  - Other examples?



# Building Academic Confidence

Keller's (1987) strategies to strengthen confidence:

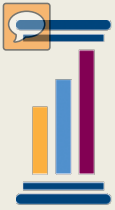
- Progressive disclosure
- Degree of control over their own learning
- Experience success at challenging tasks
- Apply successful experiences to future challenges



# Basics of Strengths-Based Advising

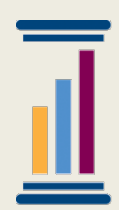
Schreiner (2013):

- Deficit remediation vs. strengths development
- Focus on talents and personal assets
- Associated with engaged learning, higher grades, and overall satisfaction



# Basics of Strengths-Based Advising

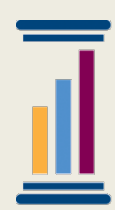
- Work with students to develop talents into strengths
- Nurture intrinsic motivation by helping students to identify ways they to enhance their strengths → **self-efficacy**
- Strength-development motivates students to persevere and overcome obstacles → **academic confidence**



# Leveraging Strengths

*Advisors should help students “**leverage talents to address obstacles that may emerge in the future**” (Schreiner, 2013).*

1. Goal is to identify and reinforce academic strengths that are specific and meaningful for that student
2. Identify academic challenges that indicate low confidence
3. Leverage academic strengths when addressing low confidence



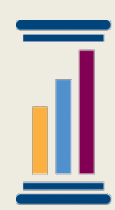
# Confidence in Context

Confidence is best understood when contextualized or “situated”.

For instance, understanding confidence specific to a major or a course is much more informative when considering how to help.





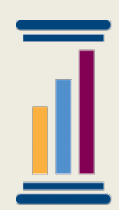


# BCSSE and SBA

**In context of SBA and advising entering, first-year students:**

- Strengths can be *general* (e.g. spent a lot of hours studying), or *specific* to the major (e.g., STEM major that successfully completed calculus in high school)





# BCSSE and SBA

- **Any questions so far?**
- **Any thoughts about SBA?**
- **How many of you use SBA?**

# Identifying Academic Strengths

## Identifying Academic Strengths

AP courses

3-4

Complete AP courses! Great.  
Indicates this student completed a challenging high school curriculum

Hours per week:

Studying

HS

6-10

FY

16-20

Studied a fair amount in HS, but really expects to increase studying in FY.

Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)

42

Student was using effective learning strategies. Very important for continued FY success.

### BCSSE Advising Report Engagement State University



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#### Student Background

Name	TM Smart
Student ID	123456
Completed Calculus	No
AP courses	3-4
Expected Major	Undecided
What choice was this institution?	First choice
Does student expect to graduate from this institution?	Yes

#### HS Behaviors and FY Expectations

Hours per week	HS	FY
Studying	6-10	16-20
Working	0-10	0-10
Co-curricular	1-5	0
Socializing/relaxing	6-10	11-15
Assigned reading		1-5

#### HS Academic Activities

	0=Very Low to 60=Very High
Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	38
Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)	42
	1=Not at all to 7=Very much
To what extent, did your courses challenge you to do your best work?	6

#### First-Year Expectations for Effective Educational Practice

	0=Very Low to 60=Very High
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	20
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	40
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	50

#### Expected Transition Difficulty

How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very Difficult
Learning course material	5
Managing your time	3
Paying for college expenses	5
Getting help with school work	4
Making new friends	2
Interacting with faculty	5

#### Academic Perseverance

How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Study when there are other interesting things to do	3
Find additional information for assignments when you don't understand the material	3
Participate regularly in course discussions, even when you don't feel like it	4
Ask instructors for help when you struggle with course assignments	2
Finish something you have started when you encounter challenges	3
Stay positive, even when you do poorly on a test or assignment	2

#### Academic Preparation

How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Write clearly and effectively	3
Speak clearly and effectively	3
Think critically and analytically	3
Analyze math or quantitative problems	2
Use computing and information technology	4
Work effectively with others	5
Learn effectively on your own	3

#### Importance of Campus Support

How important is it that your institution provide:	1 = Not important to 6 = Very important
A challenging academic experience	4
Support to help you succeed academically	5
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	4
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	4

# Identifying Academic Strengths

## Identifying Academic Strengths

### Making new friends

2

*Making friends (aka, "social integration") is critical for a successful FY.*

### Work effectively with others

5

*Group study, group projects, and other forms of peer collaboration are all part of good learning habits.*

### Support to help you succeed academically

5

*This student also realizes that it is important that the institution provide support. Students that realize this will often be the ones to seek help when needed.*

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How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Write clearly and effectively	3
Speak clearly and effectively	3
Think critically and analytically	3
Analyze math or quantitative problems	2
Use computing and information technology	4
Work effectively with others	5
Learn effectively on your own	3

#### Importance of Campus Support

How important is it that your institution provide:	1 = Not important to 6 = Very important
A challenging academic experience	4
Support to help you succeed academically	5
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	4
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	4

# Identifying Academic Strengths



## BCSSE Advising Report Engagement State University

The *Beginning College Survey of Student Engagement* Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. For example, if a student studied 1-5 hours per week in high school but expects to study 16-20 hours during the first year, does this student have a plan on how to achieve this dramatic increase in study behavior?

Please review these results with particular attention to differences from high school experiences to expectations for the first year, as well as any expectations that may undermine a successful first year of college.

Student Background		
Name	TM Smart	
Student ID	123456	
Completed Calculus	No	
AP courses	3-4	
Expected Major	Undecided	
What choice was this institution?	First choice	
Does student expect to graduate from this institution?	Yes	
HS Behaviors and FY Expectations		
Hours per week:	HS	FY
Studying	6-10	16-20
Working	6-10	6-10
Co-curricular	1-5	0
Socializing/relaxing	6-10	11-15
Assigned reading		1-5
HS Academic Activities		
0=Very Low to 60=Very High		
Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	38	
Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)	42	
1=Not at all to 7=Very much		
To what extent, did your courses challenge you to do your best work?	6	
First-Year Expectations for Effective Educational Practice		
0=Very Low to 60=Very High		
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	20	
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	40	
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	50	

Expected Transition Difficulty	
How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very difficult
Learning course material	5
Managing your time	3
Paying for college expenses	5
Getting help with school work	4
Making new friends	2
Interacting with faculty	5
Academic Perseverance	
How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Study when there are other interesting things to do	3
Find additional information for assignments when you don't understand the material	3
Participate regularly in course discussions, even when you don't feel like it	4
Ask instructors for help when you struggle with course assignments	2
Finish something you have started when you encounter challenges	3
Stay positive, even when you do poorly on a test or assignment	2
Academic Preparation	
How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Write clearly and effectively	3
Speak clearly and effectively	3
Think critically and analytically	3
Analyze math or quantitative problems	2
Use computing and information technology	4
Work effectively with others	5
Learn effectively on your own	3
Importance of Campus Support	
How important is it that your institution provide:	1 = Not important to 6 = Very important
A challenging academic experience	4
Support to help you succeed academically	5
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	4
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	4

## Identifying Low Confidence

### Learning course material 5

*Student expects learning to be difficult. Remind student that she has successfully completed difficult courses in the past (e.g., AP courses).*

### Ask instructors for help when you struggle with course assignments 2

*This person is confident interacting with peers, but lacks confidence to ask for help from faculty. Develop plan for seeking help that builds on strengths.*

### Think critically and analytically 3

*This student may be better prepared than she realizes. Help her connect with academic work in high school where these skills were needed.*

# Business Major and SBA



## BCSSE Advising Report Engagement State University

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Please review these results with particular attention to differences from high school experiences to expectations for the first year, as well as any expectations that may undermine a successful first year of college.

Student Background	
Name	A B Student
Student ID	123456
Completed Calculus	Yes
AP courses	9-10
Expected Major	Business administration
What choice was this institution?	First choice
Does student expect to graduate from this institution?	Yes

HS Behaviors and FY Expectations		
Hours per week:	HS	FY
Studying	11-15	16-20
Working	1-5	0
Co-curricular	16-20	16-20
Socializing/relaxing	6-10	11-15
Assigned reading		1-5

HS Academic Activities	
Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	47
Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)	33
To what extent, did your courses challenge you to do your best work?	6

First-Year Expectations for Effective Educational Practice	
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	25
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	30
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	40

Expected Transition Difficulty	
How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very Difficult
Learning course material	4
Managing your time	4
Paying for college expenses	2
Getting help with school work	4
Making new friends	2
Interacting with faculty	3

Academic Perseverance	
How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Study when there are other interesting things to do	4
Find additional information for assignments when you don't understand the material	5
Participate regularly in course discussions, even when you don't feel like it	4
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	5
Stay positive, even when you do poorly on a test or assignment	3

Academic Preparation	
How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Write clearly and effectively	3
Speak clearly and effectively	3
Think critically and analytically	4
Analyze math or quantitative problems	5
Use computing and information technology	6
Work effectively with others	5
Learn effectively on your own	4

Importance of Campus Support	
How important is it that your institution provide:	1 = Not important to 6 = Very important
A challenging academic experience	4
Support to help you succeed academically	5
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	4
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	4

*On your campus, the business program is writing intensive. What strengths is this studying entering with and what challenges can be anticipated?*

Expected Major Business administration



# Business Major and SBA

## Identifying Academic Strengths

AP courses

9-10

*This student has completed several AP courses, including two that were writing intensive.*

To what extent, did your courses challenge you to do your best work?

6

*This student was challenged and successful. Knowing how to manage challenge is a definite strength.*

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#### Student Background

Name	A B Student
Student ID	123456
Completed Calculus	Yes
AP courses	9-10
Expected Major	Business administration
What choice was this institution?	First choice
Does student expect to graduate from this institution?	Yes

#### HS Behaviors and FY Expectations

Hours per week:	HS	FY
Studying	11-15	16-20
Working	1-5	0
Co-curricular	16-20	16-20
Socializing/relaxing	6-10	11-15
Assigned reading		1-5

#### HS Academic Activities

Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	47
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Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	40

#### Expected Transition Difficulty

How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very Difficult
Learning course material	4
Managing your time	4
Paying for college expenses	2
Getting help with school work	4
Making new friends	2
Interacting with faculty	3

#### Academic Perseverance

How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Study when there are other interesting things to do	4
Find additional information for assignments when you don't understand the material	5
Participate regularly in course discussions, even when you don't feel like it	4
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	5
Stay positive, even when you do poorly on a test or assignment	3

#### Academic Preparation

How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Write clearly and effectively	3
Speak clearly and effectively	3
Think critically and analytically	4
Analyze math or quantitative problems	5
Use computing and information technology	6
Work effectively with others	5
Learn effectively on your own	4

#### Importance of Campus Support

How important is it that your institution provide:	1 = Not important to 6 = Very important
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Learning support services (tutoring, writing center, etc.)	4



# Business Major and SBA



## BCSSE Advising Report Engagement State University

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Assistance coping with non-academic responsibilities	4
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	4

## Identifying Low Confidence

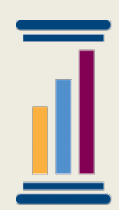
How prepared are you to: 1 = Not at all prepared to 6 = Very prepared

Write clearly and effectively 3

*This student does not feel very confident about his writing. Ask him to describe the successful writing strategies he used in high school that were successful*

Ask instructors for help when you struggle with course assignments 3

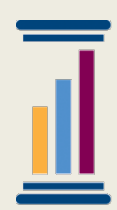
*First-year students are often intimidated by faculty. "Teach" him how to approach and communicate with faculty. Ask him to consider how he approached high school teachers. Is it really that different?*



# Fostering Confidence

## Positive Feedback

- Emphasize to students the ability to be successful
- Positive reinforcement



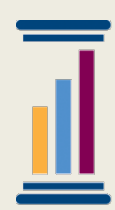
# Fostering Confidence

## Positive Feedback

- Emphasize to students the ability to be successful; positive reinforcement

## Encourage Mastery

- Challenging activities promote cognitive development
- Success takes effort



# Fostering Confidence

## Positive Feedback

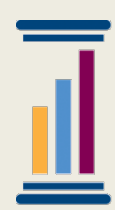
- Emphasize to students the ability to be successful; positive reinforcement

## Encourage Mastery

- Challenging activities promote cognitive development; success takes effort

## Define Success in Terms of Improvement

- Discourage comparing performance to others
- Do point out “good habits” of those that are successful



# Fostering Confidence

## Positive Feedback

- Emphasize to students the ability to be successful; positive reinforcement

## Encourage Mastery

- Challenging activities promote cognitive development; success takes effort

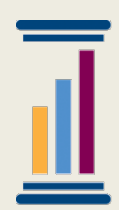
## Define Success in Terms of Improvement

- Discourage comparing performance to others; do point out “good habits” of those that are successful

## Keep Challenges in Perspective

- Help students recognize when they are successful
- **Point out previous successes**
- Discuss reasons for past “failures”

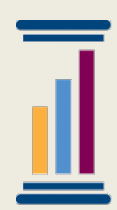
Adapted from *Educational Psychology: Developing Learners* (Ormrod, 2013)



# Confidence

**Students don't need to feel like  
they are going it alone.**



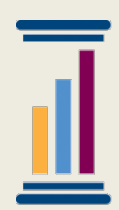


# Confidence

**Advisors, faculty, and staff play a key role in helping students to gain the confidence to say, “I can do that”.**





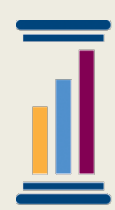


# Confidence

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**Questions?**

**Comments?**



# Thank you!

Copy of this and past presentations can be found at:

<http://nsse.iub.edu/html/pubs.cfm>

Additional BCSSE information can be found at:

<http://bcsse.iub.edu/>

Feel free to contact me with any  
questions regarding BCSSE.

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